



EYFS Policy and Procedures

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APPROVED BY:

EYFS Lead/Headteacher

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REVIEW HISTORY

Version No.	Date of Change	Change Summary	Page No
1.0	25/04/2024	Updated branding	
1.0	25/04/2024	Amended grammar and inconsistencies	

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services, they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. We have our own Pre-School where children join us when they turn 3 years old. The majority of these children move onto our Reception class. We are a 2-form entry school, comprising of 2 mixed ability classes

The EYFS is based upon four overarching principles:

- A Unique Child.
- Positive Relationships.
- Enabling Environments with teaching and support from adults
- The importance of learning and development: Children develop and learn in different ways and at different rates, the framework covers the care and education of all children, including children with disabilities and SEN (special educational needs).

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from January 2024.

A Unique Child

At Woodland Grange we believe that every child is a competent learner who can be resilient, capable, confident and self-assured and we work hard to help all of our children to develop these skills. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration / sharing assemblies and rewards to encourage children to develop a positive attitude to learning. We want our children to be life-long learners!

Child Development

We understand that children develop in individual ways and at varying rates. We believe that every area of development – physical, cognitive, linguistic, spiritual, social and emotional, is equally important and our practice reflects this.

Inclusive Practice

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Woodland Grange are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

We believe that all our children matter. We give them every opportunity to achieve their best. We do this by taking the time to get to know each child and their family well; we are then able to take account of each child’s range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of all our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, those who are more able, children with disabilities, children from all social and cultural backgrounds, and those of different

ethnic groups who may have diverse linguistic backgrounds. Within the early years we have our own SENDCO who oversees preschool and the foundation stage.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children’s learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children’s progress and taking action to provide support or extension as necessary.
- Ensuring a smooth transition from Pre-School to Reception and into Year 1; Key Stage One staff have background knowledge of the EYFS, thus enabling continuity of learning practices in the early days in KS1 which can be built upon.

Keeping Safe, Health and Well-being

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them to understand why they exist. We provide children with choices to help them develop this important life skill. We encourage our children to take risks, but teach them how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children.

At Woodland Grange we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2024. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Positive Relationships

At Woodland Grange we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We are developing strong links with our feeder playgroups and nurseries through visits to their settings. Over half of our reception children attend our Pre-School and therefore have a strong familiarity with the environment and staff; Pre-School children visit the Reception class frequently over their Pre-School year. We have prepared welcome booklets for all new families which explain procedures and practices in the EYFS setting and afford the children the opportunity to make several visits to us prior to starting school.

Respecting Each other

At Woodland Grange we strive to ensure that every interaction is based on caring, professional relationships and respectful acknowledgement of the feelings of other children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Developing relationships with parents and children by having 1-1 meetings before the children start school.
- Carrying out home visits at the start of term for the children who did not attend the preschool.
- Inviting all parents to an induction meeting prior to their child starting school;
- Inviting children and parents to story sessions prior to starting school;
- Running a curriculum evening close to the start of the term to brief parents on our practice;
- Offering parents regular opportunities to talk about their child's progress in the Foundation Stage and encouraging parents to share the 'Learning Journey' with their child by contributing to Tapestry.
- Having settling in sessions where parents can spend time with their child in the classroom;
- Having an open-door policy whereby parents can speak to the staff whenever necessary;
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year, and their child's learning journey to keep;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Celebration days, Sports Day, topic evenings etc.
- Encouraging parents to contribute to their child's 'Learning Journey'.
- Providing activities with guidance that parents can undertake at home with their child.
- Giving parents the opportunity to contribute their views in diaries/Tapestry.
- Requesting feedback at the end of pre-school through a questionnaire so that practice can be built on and amended.

Supporting learning

We acknowledge that knowledgeable practitioners who form trusting relationships with children are the most valuable resource in supporting learning. We aim to develop excellent relationships with all children, interacting positively with them and taking time to listen to them.

Key Person

In all our Foundation classes, both the class teacher and the support staff take key responsibility for the children, ensuring they feel safe and well cared for at all times.

Enabling Environments

At Woodland Grange the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

Planning within the EYFS follows a long-term plan which then feeds into a knowledge skills-based plan for each area of the curriculum. Plans are used by the EYFS practitioners to ensure we teach a range of skills and give children the key knowledge and skills to succeed in their future learning through a rich broad and balanced curriculum, which is child-centred, engages and meets the needs of all children and feeds into their journey throughout the rest of the school. During any given week there will be a balance between adult led focus sessions and activities planned to ensure curriculum coverage through the continuous provision. Practitioners will respond to the children's needs and interests in the provision with a large focus on language development and the children's individual next steps.

We are continually assessing the children's learning and we use this information alongside Development matters and the Early Learning Goals to ensure that future planning reflects identified 'next steps' for each child. Assessment in the EYFS takes the form of observing the child in the setting and acting upon their next steps. 'Wow moments' and next steps are recorded in the child's individual 'Learning Journey' on Tapestry. Tapestry also contains children's achievements provided by parents.

On entry to the pre-school and Reception the children are baselined using the Development Matters as a tool to support. In Reception the teachers will complete the DFE baseline and will use this information on DCPro to track and record judgements whether a child is on track or not on track to achieve the Early Learning goals at the end of the Foundation years. Each child's level of development is recorded against the national requirements and are recorded. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales. We then give parents the opportunity to discuss these judgements with the EYFS teacher and to comment on the report.

Supporting Every Child and the Wider Context

Through observing the children and planning for their next steps we can ensure we meet the needs of all children. We try to identify any children who need extra support in any areas of the curriculum early on so we can put programs into place to support them. We work closely with other settings, other professionals and the wider community to support our children's development towards the outcomes of Every Child Matters.

The Learning Environment

The Foundation Stage unit is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently. Our Foundation Stage has its own enclosed outdoor areas. These has a positive effect on the children's development; being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We operate

a outdoor system and plan activities and resources for the children to access that help the children to develop in all six areas of learning.

Learning and Development

At Woodland Grange we understand that children learn and develop in different ways and at different rates. Every child has a right to the best possible education and we ensure that all children can access the curriculum. We value all areas of learning and development equally and understand that they are interconnected.

Play and Exploration

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions; children have a sense of satisfaction when they take ownership of their learning. We are beginning to deliver personalised learning by planning for individual children. Our challenge is to develop a system to manage this on such a large scale.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. However, we recognise that the Prime areas are the Foundation of all learning and will place more emphasis on these areas when needed. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and Review

It is the responsibility of the EYFS practitioners to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head Teacher and subject coordinators will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

Every member of the EYFS team will be part of termly monitoring and evaluation, comprising of joint moderation, joint observations of children, focus group work and observation of each other.

Data will always be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation